

California Postsecondary Education Commission			
Improving Teacher Quality State Grants Program			
Project Description			
Project Title	Imperial Valley Mathematics Project STIR		
Grant Amount: \$124010	Grant Period: February 1, 2007- May 31, 2008		
Grade Level: 6-12	Subject Matter: Mathematics		
Institute of Higher Education	San Diego State University- Imperial Valley		
Local Education Agency	El Centro Unified School District		
Additional Partners:	Imperial County Office of Education Westmorland School District, Morse Seeley Union School District, Le Doux San Pasqual Valley Unified School District, Smith Holtville Unified School District, Salcido Brawley Union High School, Moreno		
Need for Project/ Population To Be Served:	Imperial County is trapped in a cycle of low mathematics performance. Imperial county students have the lowest Algebra I pass rate (proficient and above) on the CST of any county in the state. Thirteen of the 16 districts, which educate 90% of the K-12 students, qualify as target districts for the STRIVE grant making this a county-wide effort. The need for high quality teachers is evident and in the past four years, 26 interns have begun teaching mathematics in Imperial County. These Intern teachers come from local schools and are very reflective of the student population as 88% are Latino and have the linguistic and cultural skills to relate to the students. However, of the 26 interns, 10 (38%) have been released by their districts due to unsatisfactory performance in the classroom. Our initial attempts to address this problem indicate that professional needs to start early, be intensive, and run long term.		
Project Goals:	Teacher Retention Increase retention of beginning math teachers Deepen pedagogical content knowledge Deepen content knowledge in math Establish a community of mathematics learners Increase teacher Leadership Research Questions Does the STRIVE project: increase job retention? Increase student performance? Increase the teacher leadership pool? Dissemination Participants share with pre-service Leaders share at state conference Research shared through publication		
Summary of Activities:	Participants will be selected prior to summer school 2007. During the first three years, participants will join an Academy model summer Institute where they teach in the morning and have staff development in the afternoon. The curriculum that will provide the context for instruction and professional development will be Numeracy Project (Year I), introduction to Algebra (Year 2) and Algebra I (Year 3). This progression of curriculum will help teachers build the set pedagogical skills needed to help students increase performance. Participants will receive in class support on curriculum implementation during the summer session. The follow up during the regular school year will done in conjunction with the CaSMP program (CAMPS) and support the development of mathematics content, pedagogical content knowledge, and classroom implementation. STRIVE will also coordinate with supervisors from the Interna and Induction program to provide participants with a consistent continuum of support. During years four and five, the most capable of STRIVE participants will serve as mentors to a new group of pre-service and novice teachers. The mentors will receive trainings as coaches and then provide exemplary instructional models for the upcoming teachers.		
Outcomes Expected:	Teachers participating in the retention cohort professional development will have a higher teacher retention rate and engage in more leadership and career enhancement activities than teachers in the comparison cohort. Additionally, retention cohort teachers will show increases in mathematics content knowledge as a result of participation.		
Teachers Served	50	Students Served	5000
Leslie Garrison IHE Contact	Email: lgarriso@mail.sdsu.edu Phone: 760-768-5656	Michael Klentschy LEA Contact	Email: mklents@ecsd.k12.ca.us Phone: 760-312-9522